

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical foundations and related literature that support the study. It discusses the concepts of speaking, shadowing, and students' perceptions, followed by the conceptual framework, the context of the study, and previous studies to identify the research gap addressed in this research.

A. Speaking

Speaking is one of the most important productive skills in learning English, yet it is also one of the most difficult skills to master, especially in EFL contexts such as Indonesia. Speaking allows students to express their ideas, opinions, and feelings directly through spoken language. However, in practice, many students still find it difficult to speak English fluently and accurately. Many learners face problems not only in pronunciation, but also in fluency and grammatical accuracy, which are important aspects of effective communication. One important factor that contributes to speaking fluency is automaticity. According to Anderson (1983), automaticity refers to the ability to process language quickly with less conscious effort through repeated practice and experience. When learners develop automaticity, they can speak more smoothly because they do not need to think too much about every word or grammar rule while speaking.

According to Brown (2004), speaking is a productive skill that involves the ability to use language appropriately in interactive communication. Speaking performance is generally assessed through several components such as

pronunciation, fluency, vocabulary, grammar, and comprehension. These components work together to support effective oral communication and reflect learners' overall speaking ability. Ellis and Barkhuizen further explain that fluency refers to the ability to produce language with relatively few pauses and hesitations, while accuracy refers to the correct use of grammatical forms and language structures (Ellis & Barkhuizen, 2005). Therefore, fluency and grammatical accuracy remain important aspects of speaking, alongside other components that contribute to learners' speaking performance.

Teaching and learning speaking require learners to engage in meaningful communication and continuous practice. According to Nunan (2003), speaking instruction should provide learners with opportunities to use language in authentic communication, express ideas, and interact with others. Effective speaking learning involves both language input and language production, allowing learners to develop fluency and accuracy simultaneously. Similarly, Nation and Newton (2009) emphasize that repeated exposure to spoken language and regular speaking practice are essential for improving oral proficiency. Through frequent practice, learners become more familiar with pronunciation patterns, vocabulary use, and natural expressions, which contribute to greater speaking fluency and confidence. Therefore, speaking instruction should incorporate activities that encourage active participation, repeated practice, and meaningful interaction to support learners' speaking development.

In addition, speaking is not only about producing correct sentences, but also about delivering meaning clearly in real communication. Harmer states that

effective speaking includes fluency, accuracy, and the ability to adjust language based on the situation and the person being spoken to (Harmer, 2015). This means that speaking involves both language knowledge and communication skills. Another important aspect of speaking is confidence. Learners who possess higher speaking confidence tend to participate more actively in communication and are more willing to express their ideas in English. Confidence can support speaking performance by reducing anxiety and encouraging learners to practice speaking more frequently. Therefore, confidence is often considered an important factor in successful oral communication. In this study, speaking skill is viewed as a multidimensional ability that includes pronunciation, fluency, grammatical accuracy, vocabulary, comprehension, and confidence. These aspects work together to support effective oral communication and provide a basis for exploring students' perceptions of the use of the shadowing technique in speaking skill at MEC Tuban.

B. Shadowing Technique

Shadowing is a language learning technique in which learners immediately repeat spoken input while listening to it and attempt to reproduce the speech as closely as possible (Hamada, 2019). In this technique, learners are required to speak almost simultaneously with the speaker, without translating or analyzing grammar in detail. This makes shadowing different from traditional repetition activities because it focuses on real-time language processing. Hamada (2019) explains that shadowing promotes active processing of spoken language by requiring learners to attend closely to the input while simultaneously reproducing

it. Through repeated practice, shadowing may contribute to the development of speaking skills and automaticity. According to Anderson (1983), automaticity refers to the ability to produce language smoothly and quickly with minimal conscious effort. As learners engage in continuous practice, speaking gradually becomes more automatic, which may support the development of overall speaking ability (Anderson, 1983). Shadowing is also supported by Krashen's Input Hypothesis (1985), which emphasizes the importance of comprehensible input in language acquisition. By repeatedly listening to and imitating correct language models, learners are exposed to natural language patterns that help them internalize grammar and sentence structures over time.

In addition, Bandura's Social Learning Theory explains that learning occurs through observation and imitation, which is directly applied in shadowing activities. Furthermore (Bandura, 1977), Hamada (2019) explains that shadowing can support the development of pronunciation, fluency, listening comprehension, and overall oral performance through repeated exposure to spoken language models. Learners continuously imitate native-like speech patterns, which may help them become more familiar with natural pronunciation, rhythm, intonation, and language use. However, learners may experience difficulties such as fast speech rate, unfamiliar accents, and high cognitive demands, especially at the beginning stage of learning.

Shadowing involves repeated listening and oral reproduction of spoken language, allowing learners to become more familiar with pronunciation, rhythm, intonation, and language patterns. Through continuous practice, learners may

gradually develop greater speaking ability and confidence because they are repeatedly exposed to authentic language input and opportunities for oral production. As learners become more accustomed to processing and producing spoken language, their speaking performance may become smoother, more effective, and more efficient over time. Therefore, shadowing is considered a potentially beneficial technique for speaking development while also presenting certain challenges for learners. In the context of this study, these potential benefits and challenges provide a basis for exploring students' perceptions of the use of the shadowing technique in speaking skill at MEC Tuban, including how they experience and overcome difficulties during its implementation

C. Students' Perceptions

Perception refers to the process through which individuals interpret and make meaning of their experiences and surrounding environment. Robbins and Judge define perception as the process by which individuals organize and interpret sensory impressions to give meaning to their environment (Robbins & Judge, 2017). Through perception, individuals form judgments and responses toward particular experiences or situations. In educational settings, students' perceptions reflect how learners understand, evaluate, and respond to learning activities they experience. Wenden (1991) explains that learners' perceptions influence their learning behavior, strategy use, and engagement in classroom activities. In language learning, positive perceptions may encourage students to become more actively involved in learning activities, whereas negative perceptions may reduce motivation and participation.

Positive perceptions may indicate that students find a learning technique useful, engaging, and supportive of their learning needs. In contrast, negative perceptions may reflect difficulties, dissatisfaction, or barriers experienced during the learning process. Therefore, students' perceptions can be used as an important source of information for evaluating the implementation of instructional techniques. By examining students' perceptions, researchers and educators can gain a deeper understanding of how a particular learning technique is received and experienced by learners.

Therefore, investigating students' perceptions can provide valuable insights into how a learning technique is experienced by learners. In this study, students' perceptions are explored to understand how learners view the use and implementation of the shadowing technique in speaking skill at MEC Tuban. The study focuses on learners' experiences, including the perceived benefits of shadowing, the challenges they encounter during its implementation, and the strategies they use to overcome those challenges.

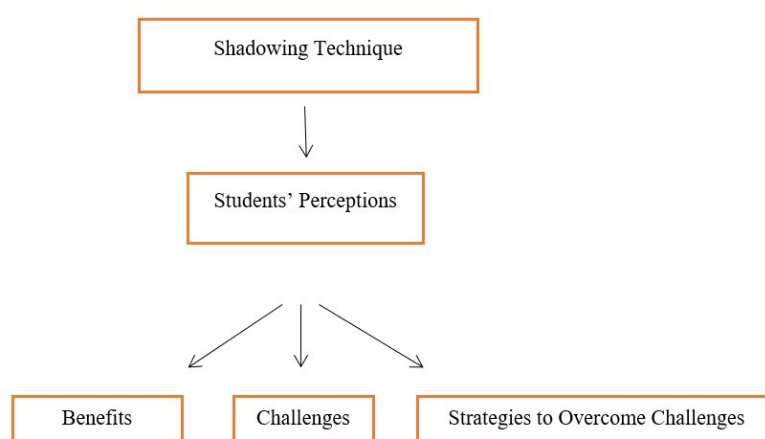
D. Conceptual Framework

This study focuses on students' perceptions of the use of the shadowing technique for speaking skill at MEC Tuban. Shadowing is a language learning technique that requires learners to listen to spoken input and immediately repeat it while imitating pronunciation, intonation, rhythm, and language patterns. Through repeated listening and imitation, learners are exposed to authentic language models that may support the development of speaking skills, including

pronunciation, fluency, grammatical accuracy, vocabulary, and overall oral communication ability.

The conceptual framework of this study is based on the assumption that students develop perceptions of the shadowing technique through their participation in shadowing activities. These perceptions may be reflected in the benefits they experience, the challenges they encounter, and the strategies they use to overcome those challenges. Exploring these aspects can provide a deeper understanding of how students view the use of the shadowing technique in supporting their speaking skill development. Therefore, this study investigates students' perceptions of the use of the shadowing technique at MEC Tuban, focusing on the benefits perceived by students, the challenges they encounter, and the strategies they employ to overcome those challenges during shadowing practice.

Figure 2.1 Conceptual Framework



E. Context of the Study (MEC Tuban)

MEC Tuban is a non-formal English course institution that emphasizes communicative English learning and intensive speaking practice. MEC has

several unique characteristics that make it a relevant and interesting setting for this research. The course applies the shadowing technique as one of the main methods in speaking classes to help students practice pronunciation, fluency, intonation, and confidence through direct imitation of native-like speech models. In addition, the owner of MEC is an alumnus of Kampung Inggris Pare, so the learning methods implemented in the course are strongly influenced by communicative and active learning approaches commonly practiced in Kampung Inggris.

This background contributes to a learning environment that emphasizes practical English use and regular speaking practice. The learning process in MEC focuses more on speaking activities rather than only grammar instruction, allowing students to use English more naturally and confidently in real communication situations. This intensive and practice-oriented environment encourages students to actively engage in speaking activities on a daily basis. Therefore, this context provides a meaningful and relevant setting for investigating students' perceptions of the use of the shadowing technique in speaking learning, particularly regarding students' experiences and perceptions toward the use of the shadowing technique, including its perceived benefits, challenges, and coping strategies.

F. Previous Studies and Research Gap

Several previous studies have examined the use of shadowing in English language learning, particularly its contribution to speaking development. Foote and McDonough found that shadowing activities contributed to improvements in

learners' pronunciation, fluency, and speech production (Foote & McDonough, 2017). In line with this, Saito explains that pronunciation development and speaking fluency are strongly influenced by phonological awareness and structured practice (Saito, 2018). Derwing and Munro emphasize that intelligibility and comprehensibility are important goals of spoken language development and can be improved through meaningful practice and repeated exposure (Derwing & Munro, 2015). These findings suggest that shadowing has the potential to support learners' speaking development through continuous listening and imitation activities.

In addition, Nation (2013) explains that fluency development requires repeated exposure, meaning-focused practice, and extensive language use. From the perspective of affective factors, MacIntyre and Gardner explain that anxiety significantly influences learners' willingness to communicate in a second language (MacIntyre & Gardner, 1994). Furthermore, Luoma states that speaking performance is strongly influenced by fluency, interaction, and confidence (Luoma, 2004). These studies indicate that speaking development is influenced not only by linguistic factors but also by learners' psychological experiences during the learning process.

Several studies have also explored learners' experiences and perceptions of shadowing activities. Rosyidi, Paris, and Masyudi (2022) found that students generally held positive perceptions toward the use of shadowing in speaking classes because it helped improve pronunciation, fluency, and self-confidence. Similarly, Pratama and Isnaini (2024) reported that students perceived shadowing

as a flexible and practical technique that supported pronunciation awareness and speaking confidence, although some difficulties were encountered when following the speech input. More recently, Utari and Cristobal found that learners viewed shadowing positively due to its effectiveness, accessibility, and usefulness for independent speaking practice (Utari & Cristobal, 2025). These findings indicate that students' perceptions play an important role in understanding how shadowing is experienced and valued in language learning contexts.

Most previous studies have primarily employed quantitative approaches to measure speaking improvement after shadowing practice. They have mainly focused on measurable outcomes such as speaking test scores, pronunciation improvement, and fluency gains. However, there is still limited research exploring students' perceptions of the use of shadowing in authentic learning contexts, particularly in intensive non-formal English learning institutions such as MEC Tuban. Although several recent studies have investigated learners' perceptions of shadowing, most were conducted in formal educational settings such as schools and universities. Therefore, there remains limited research focusing on students' perceptions of shadowing in non-formal English course institutions. This study aims to fill this gap by exploring students' perceptions of the use of the shadowing technique for speaking skills at MEC Tuban. This study specifically focuses on how students perceive the implementation of the shadowing technique, the benefits and challenges they experience, and the strategies they use to overcome challenges during shadowing activities.